

Fordham University
Graduate School of Education
Division of Curriculum and Teaching
Lincoln Center Campus
Fall Semester - 2013

CTGE 5534-L04
Beginning Reading and Writing in Inclusive Classrooms

Daily Schedule of Course Topics, Readings, Assessments, and Tasks:

Week 1 – September 12th

Topics:

- Overview of the Study of Beginning Reading and Writing in Inclusive Classrooms
- Introduction to the Course
 - Syllabus
 - Daily Schedule of Course Topics, Readings, Assessments, and Tasks
 - Specifics regarding the Response Blog on-going assignment

Week 2 – September 19th

- Topic: Overview of Early Literacy Instruction
- Reading: Cecil text... (32 pages total)
 - “Chapter 1 - A Child Learns to Read: Process and Product” (13 pages)
 - “Chapter 2 - A Quest for Balance: Moving Forward” (19 pages)
- Tasks: Complete the following tasks for today’s class:
 - Read the "Course Syllabus" in its entirety.
 - Buy the required textbook.
 - Verify your access to Fordham e-mail and the course on-line site (when available).
 - Create your Response Blog at edublogs.org and e-mail a link to the instructor.
 - Make sure that you will be able to work with a student (your “focus student”) in kindergarten, first grade, or second grade (as well as observe her or his classroom) in order to complete the various course assessments.
- Response Blog – Assignment #1: Write your own brief literacy autobiography in which you explore the origins of the ways you learned to read and write. This will also include a discussion of your current attitudes, beliefs, and dispositions toward reading and writing, both in regards to yourself as well as to the children you will be teaching or teach currently. In developing this post, you may want to explore some of the following questions:
 - What are your earliest memories associated with learning to read/write?
 - How did your family play a role in this learning?
 - How do you currently approach reading/writing tasks?
 - How do you feel about yourself as a reader/writer?
 - How do you use language in different settings?
 - What does all of this mean in regards to your future/current students?

General Information

- The schedule of course topics, readings, assessments, and tasks for the remaining weeks of the class will be distributed at each session for the following week.
- Each class meeting along with its corresponding date will be listed. For each listing, the following information will be provided:
 - Topic(s)
 - Reading(s) - Please be sure to bring the assigned readings to class on the applicable day. There may be in-class reading to complete over and above what is listed for a particular week.
 - Task(s)/Assignment(s)/Assessment(s) Due - Note that various tasks may be assigned from week to week in addition to required postings connected to the Response Blog.
 - Student Assessment(s) Due – Note as well that the “Letter to the Parent/Guardian of an Emergent or Beginning Reader” requires the completion of various literacy assessments throughout the semester. The completion of these assessments will be spread out across the term, aligned to our coverage of course topics.

Other Class Meetings, Tentative Topics, and Due Dates for Course Assessments

| <u>Week</u> | <u>Date</u> | <u>Tentative Topic(s)</u> | <u>Course Assessment(s) Due</u> |
|-------------|--|---|--|
| 3 | September 26th | Lesson Planning and Assessment | |
| 4 | October 3rd | Language | |
| 5 | October 10th | Emergent Literacy | |
| 6 | October 17th | <ul style="list-style-type: none"> • Phonological Awareness • Phonemic Awareness | |
| 7 | October 24th | <ul style="list-style-type: none"> • Phonics/Word Recognition • Mid-term Reflection | |
| 8 | October 31st | Fluency | Instructional Experience #1 / Digital Depiction of Teaching #1 |
| 9 | November 7th | Spelling | |
| 10 | November 14th | Vocabulary | |
| 11 | November 21st | Comprehension | |
| 12 | On-line (Make-up for November 28th and in lieu of Friday, December 6th) | <ul style="list-style-type: none"> • Differentiation • Reading Disabilities | |
| 13 | December 5th | Writing | |
| 14 | December 12th | Revisiting Content and Pedagogy | Instructional Experience #2 / Digital Depiction of Teaching #2 |
| 15 | December 19th | <ul style="list-style-type: none"> • Special Topics • Course Wrap-up | Letter to the Parent/Guardian of an Emergent or Beginning Reader |